

# Photocopiable activities overview

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# Teacher's notes for photocopiable activities

## GRAMMAR

### 1A Adverbs and adverbial phrases

► Photocopiable activity on p.201

You will need one sheet for each group of four students.

Write on the board: *We found the keys.* Ask students to suggest when and where they found the keys and comment on how they felt about it.

*Thankfully, we soon found the keys next to the box.*

Write these question words on the board and elicit examples of adverbs and adverbial phrases in each category:

*how?* = *very well, angrily, as fast as possible, by chance, gradually, gently*

*when?* = *later, the next day, at the break of dawn*

*where?* = *there, in the corner, in front of me*

*how often?* = *rarely, never, frequently*

*how likely?* = *definitely, obviously, without a doubt*

*comment?* = *unfortunately, surprisingly, clearly*

*degree?* = *a bit, extremely, quite, absolutely*

Put students into groups of three or four and give each group a sheet. Set the scene for students. They are hiking alone through the mountains when the weather starts to get worse. Ask them what they would do in this situation. Read the first square together and explain that students must add appropriate adverbials instead of the words in brackets, e.g. (*how?*). Elicit appropriate adverbials:

*You are hiking through the mountains in autumn. There's almost certainly going to be a storm.*

With weaker groups, you may wish to do the whole activity once as a class, before asking groups to work independently.

In their groups, one student reads out the first square and the group suggest and agree on suitable adverbials. The reader then reads out the options and the group choose what to do next. They continue in this way until they find one of the endings. Monitor and help with any unknown vocabulary. Check students know what a yeti is (*a big creature like a human covered in hair that is believed by some people to live in the Himalayas*).

As feedback, get students to read out some sentences with adverbs and adverbial phrases. As there are different endings, students can play the game several times in the same and different groups.



#### EXTRA ACTIVITY

Students work alone and use the sheet to write a story. Tell them they can add any additional details they wish. Give students ten to fifteen minutes to do this. Students read their stories out to their groups. At the end, each group votes for their favourite story.

### 1B The perfect aspect

► Photocopiable activity on p.202

You will need one sheet for each student.

Ask some questions in the perfect aspect covering past, present and future, simple and continuous, e.g. *What had you learnt before you started school?*, *Have you ever thought about having your own business?*, *How long will you have been studying English by the end of this course?*, etc.

Put students into pairs and give each student a sheet. Ask students to make the three sets of phrases into questions with the perfect aspect including past, present, future, simple and continuous (sometimes both simple and continuous are possible). Check answers as a class.

Students go round the class and ask each other the questions. They then ask follow-up questions to get more details and write down the answers. Monitor and make sure they are using the perfect aspect correctly in questions and answers. The first student to find a name and answer for all the questions is the winner. You could set a time limit, e.g. 15 minutes, and ask students to ask as many questions as possible to as many people in that time.

As feedback, ask students to report on interesting information they found out about each other using the perfect aspect.

#### Answers

- 1 Had you moved
- 2 Had you started
- 3 Had you met
- 4 Had you learned / been learning
- 5 Had you thought / been thinking
- 6 Have you won
- 7 Have you worked or studied / been working or studying
- 8 Have you travelled / been travelling
- 9 Have you not had / been having
- 10 Have you done / been doing
- 11 Will you have saved / been saving
- 12 Will you have celebrated / been celebrating
- 13 Will you have achieved
- 14 Will you have taken / been taking
- 15 Will you have prepared or trained / been preparing or training

### 2A Comparison

► Photocopiable activity on p.203

You will need one sheet for each pair of students, cut in half.

Ask students if they would rather have a cat or a fish as a pet. Elicit comparisons using modifying words and expressions: *It's a bit easier to look after a fish. It's a lot more rewarding to have a cat as a pet because they keep you company.* Encourage students to use a range of modifying words and expressions. Encourage students to challenge any statements they think are not true, e.g. *Actually, fish are more difficult to care for, because you need to maintain their tanks.*

Split the class into two teams, A and B. Give each student their part of the sheet, A or B. Explain that each team has opposite statements to justify on their half of the sheet.

Ask students to work in pairs in their teams and think of as many reasons as they can to defend each of the statements on their sheet. Give students three minutes to come up with reasons for statement 1 and ask them to make notes. Point out that they should pretend to agree with the statement even if they have the opposite opinion or no opinion at all. Ask teams to give their reasons in turn. Any pair with a new idea can contribute it. The other team can challenge a reason if it isn't true / it's similar to a reason already given / there's no evidence – the teacher is the judge. The team with the most correct reasons wins a point. Then teams move on to the next statement. The winning team is the team with the most points at the end.

As feedback, ask for students' true opinions about some of the statements.

## 2B Intentions and arrangements

► Photocopiable activity on p.204

You will need one sheet for each group of four students.

Put students into groups of four. Explain the situation: they need to develop a project to benefit the town and present their plan to the town council (i.e. the rest of the class). There are no budget restrictions.

Draw students' attention to the phrases and elicit some possible examples, e.g. *The council is planning to open a new leisure centre. We're about to start discussing what kind of performing arts will be popular.*

Give each group a sheet and tell them to read the projects, and discuss which they think would be most beneficial. Tell students they can think of their own project if they wish.

Give students 15–20 minutes to plan their project and presentation. Remind them to refer to the language at the bottom of the sheet to help them. Monitor and help where necessary. Students should each be prepared to give part of the presentation.

Groups present their plans to the rest of the class. Make sure students are using future forms for intentions where possible. When each group finishes their presentation, other students can ask questions as if they were the town council. You could elicit some possible questions, e.g.: *How is this going to benefit the town exactly?* Then have a class vote for the best project (students can't vote for themselves!).

## 3A Inversion

► Photocopiable activity on p.205

You will need one sheet for each group of four students.

Put students into groups of four and give each group a sheet.

In Activity A, groups 'bet' on whether the inversion language in each sentence is grammatically correct or incorrect, based on how certain they are. They have a limit of \$250 to bet in total, and they must bet a minimum of \$5 on each sentence. Students correct the sentences they think are incorrect. The teacher then checks the answers with the class. For correct answers and sentences, students win double the money that they bet, but if the answer or sentence is incorrect, they lose their money. The group with the most money at the end wins.

In Activity B the groups write their own sentences with inversion structures and give them to another group to bet \$100 with. They should write at least two sentences

with a mistake with inversion. Monitor and make sure the mistakes are with an inversion structure.

Check which sentences are correct so groups can see how much they have won. As feedback, write some of the incorrect sentences on the board for the whole class to correct.

### Answers

The following sentences are incorrect in Activity A:

- 4 Seldom ~~have been~~ in such a situation. *have I been*
- 6 ~~Not only once~~ did the idea come into her head. *Not once*
- 7 ~~Only then John did~~ realise he was in big trouble. *Only then did John*
- 8 ~~Not we did waste a dollar~~ while travelling around the world. *Not a dollar did we waste*
- 9 Scarcely had we ~~arrived~~ it was time to leave. *arrived than it / when it*



### EXTRA ACTIVITY

For pronunciation practice, drill all ten sentences in Activity A with the fall–rise intonation over the inversion.

## 3B Future in the past; Narrative tenses

► Photocopiable activity on p.206

You will need the top part of one sheet for each pair of students. You will need one set of character cards for each group of up to 15 students, cut up.

Ask students to tell you about a real-life crime story where a famous piece of art was stolen. You may wish to give an example of your own to demonstrate. Ask students to briefly say what happened. Highlight good examples with narrative tenses and future in the past and correct any errors.

Put students into pairs and give them the top part of the sheet. Students read the texts together and choose the best verb forms. Check answers as a class. You may wish to pre-teach the words *widower* (a man whose wife has died and he hasn't remarried) and *late* (a person who is no longer alive). Ask students to discuss in pairs what each person's motive for stealing the picture could be. Ask for feedback on students' ideas as a class. Take a class vote to see who the most popular suspect is.

Tell the class that they are going to find out who took the picture and what he/she did with it. Tell students you will give some of them character cards which they must keep secret. Give the six character cards to six students in the class. (If you have more than 15 students, split the class into groups of eight or more and give out a set of character cards to each group.) The students without character cards are the detectives. Demonstrate the activity by asking a character: *What is your name? Why are you visiting Gray Manor?*, etc. The detectives interview the characters and try to deduce who took the picture. Allow ten minutes before asking the detectives who they think the thief is and why. Then ask the real thief to stand up and explain their reason for taking the picture and what they did with it.

### Answers

- 1 had gone 2 would look 3 would not sell 4 was feeling
- 5 had been borrowing 6 had already been thrown out
- 7 was 8 didn't want 9 was staying 10 had recently had
- 11 had told 12 had left 13 was expecting 14 painted
- 15 had not been going to give 16 had never liked
- 17 had insisted 18 had been 19 knew 20 had hated
- 21 only ever visited 22 had been trying 23 had been
- 24 would reveal



## 4A Noun phrases

► Photocopiable activity on p.207

You will need one sheet for each group of four students, cut up.

Write on the board: *I didn't have any money.* Ask students, in turn, to add one element at a time to make the noun into a complex noun phrase, e.g.

*I didn't have any **spending money**.*

*I didn't have any **spending money for my holidays**.*

*I didn't have any **spending money for my holidays from my parents**.*

*I didn't have any **spending money for my holidays from my parents which I could use to pay for the damage**.*

Elicit from students different ways of making noun phrases complex, e.g. adding adjectives, prepositional phrases, relative clauses.

Put students into groups and give each group a set of cards. Ask students to put the cards face down on the table. One student takes a card and says the sentence, and then adds to the noun to make it more complex. Another student adds to the noun phrase in the same sentence, and so on. The final student to add to the noun phrase and make a meaningful sentence gets a point. Another student begins again with a new card. Play for 20 minutes and see who has the most points.

As feedback, see what the most interesting sentences were and analyse the noun phrases on the board.



### NO-CUT VARIATION

Students choose sentences to start with and then cross the sentences off.



### EXTRA ACTIVITIES

- 1 As a group, students write down the final version of the sentences. They then check with the rest of the class to find out who made the longest sentence for each card.
- 2 Students make cards to add to the game.

## 4B have / get passives

► Photocopiable activity on p.208

You will need one sheet for each pair of students, cut up.

Start with a review of *have / get* passives. Tell students: *Someone stole my car.* Elicit: *My car got stolen. I had my car stolen.* Tell students that actually it was someone else's fault: *My husband left the car running outside a shop so it was stolen.* Elicit: *My husband got my car stolen.* Tell students: *I couldn't persuade the police to look for the thief.* Elicit: *I couldn't get the police to look for the thief.*

Put students into AB pairs. Give each student their part of the sheet. Ask them to read about the people and rewrite the parts in italics using *have / get* passives. Tell students that there are sometimes different ways of rephrasing the text. Monitor and help as necessary. For weaker classes, put students into AA pairs and BB pairs first.

In their AB pairs, students tell each other their three stories, ensuring they use the passives.

Ask students to discuss which people they think were unlucky, and which people caused their own problems. As feedback, ask if students know of anyone who has had a similar experience to any of the events in the stories.

### Answers

**Andy** 1 getting sacked / fired / made redundant 2 got his hair cut 3 got his old suit cleaned 4 he had it stolen / it got stolen 5 got his neighbour to lend him her bike 6 got him sweating 7 had him waiting / got him to wait

**David** 1 got (himself) trapped 2 have/get it fixed 3 got David to tell him 4 had been paying him 5 got the lift working / to work 6 David got introduced by the CEO 7 get fired / sacked 8 had him repaying the money / got him to repay the money

**Gerard** 1 he got stopped by a security officer 2 had him open / got him to open 3 having the security officer search his bag 4 had/got the coin valued by an expert 5 got himself arrested 6 had/got him to pay a fine

**Serena** 1 had her practising / got her to practise 2 she got criticised by her mother 3 got her mother to believe 4 she had her photo taken 5 had Serena staying in

**Pam** 1 she had had it stolen 2 got her neighbour 3 It got Pam thinking 4 the house might get burgled (by the man) 5 to get the man arrested 6 had Pam waiting 7 to have/get the locks changed

**Karmel** 1 (she) got thrown off her horse 2 had her leg broken / her leg got broken 3 She got taken to hospital in an ambulance 4 had/got her leg set by the doctors 5 had her lying down 6 to get shouted at (by everyone) 7 got her friends to bring 8 got her other leg broken

## 5A Relative clauses

► Photocopiable activity on p.209

You will need one sheet for each pair of students, cut up.

Write these definitions with relative clauses on the board:

*A person who steals things.* (thief)

*The place in which trials take place.* (court)

*Whatever the judge decides to do with a criminal.* (sentence)

Elicit the word that is being defined and elicit the relative clauses in each sentence. Give each student a sheet, A or B. In Activity A, students should work in AA and BB pairs. Ask them to complete the relative clauses in each clue. Monitor and help as necessary. Check each pair's answers.

In Activity B, ask students to work in AB pairs. Students read the clues to each other. Their partner tries to guess the correct word to complete the crossword. If necessary, students can expand the definitions further in order for their partner to guess the answer correctly.

As feedback, ask students to tell you which clues they found the most difficult to guess.

### Answers

#### Student A

1 whose 4 of which 6 by whom 7 who/that  
8 by which 9 who/that 10 in which 11 whoever  
14 which/that 16 when / at which

#### Student B

1 in which / where 2 that/which 3 whose 5 who  
9 when / in which / during which 12 to whom  
13 of which 14 when / in which / during which  
15 for whom / to whom / whose

## 5B Willingness, obligation and necessity

► Photocopiable activity on p.210

You will need one sheet for each student.

In Activity A, put students into pairs. Give each student a sheet and ask students to read about the zookeeper. Then ask students what requirements there would be for a person in that role. Elicit some ideas, e.g. *It would be essential to have experience of working with animals. Some kind of qualifications in ecology would be desirable.* Ask: *What would the working conditions and the pay be like?* Elicit ideas, e.g. *working outside.* (You may wish to tell students that the pay for a zookeeper in the UK is around £14,000 per year, which is less than half the national average pay.)

Students discuss all the jobs, and complete the requirements section and the conditions and benefits sections for each job. Monitor and make sure they're using the structures for willingness, obligation and necessity where necessary. Take class feedback on students' ideas.

In Activity B, each student chooses a job to apply for and tells their partner what it is. Then each student works alone to prepare interview questions to ask their partner, using their completed job descriptions from Activity A and the language of willingness, obligation and necessity, e.g. *Would you be willing to live on site? Do you have any objection to working weekends?* Students conduct both interviews and each interviewer decides whether or not their partner is suitable for the job they applied for. Take class feedback on the results of the interviews.

## 6A Simple and continuous verbs

► Photocopiable activity on p.211

You will need one sheet for each student.

Read out some sentences in the simple and continuous, and ask students to say if they are correct or incorrect, e.g.: *That fresh coffee smells lovely.* (correct) *What are you thinking about nuclear energy?* (incorrect, ~~are you thinking~~ *do you think*) *Do you feel all right at the moment?* (correct) *Your attitude is astonishing me.* (incorrect, ~~is astonishing~~ *astonishes*)

In Activity A, give each student a copy of the sheet. Ask them to complete the sentences with the best form of the verb in brackets, thinking about the tense and whether the verb should be simple or continuous. Tell students that there may be different correct answers. Check answers as a class and ask students to explain why the verb is simple or continuous.

In Activity B, put students in small groups. Students need to decide on a single situation in which four or more of the sentences might come into conversation. They then choose roles and practise a conversation which uses as many of the sentences as possible. Each group performs their conversation for the class. Give each group a point for every sentence they use correctly and points for creativity so that there is a winner.

### Answers

- 1 was / had been hoping
- 2 don't suppose
- 3 were leaving
- 4 don't recognise
- 5 have been thinking
- 6 really depends
- 7 will have been living / lived
- 8 impresses; 've achieved
- 9 is being
- 10 didn't mean
- 11 have been seeing / seen
- 12 regard
- 13 is / was / has been constantly complaining
- 14 Are; following
- 15 was / had been wondering

## 6B Participle clauses

► Photocopiable activity on p.212

You will need one sheet for each pair of students.

Write this sentence on the board and ask students to rewrite it using participle clauses:

*We were excited by the plans to donate our old clothes and I started organising the collection.* (Excited by the plans to donate our old clothes, I started organising the collection.)

Ask students if second-hand shops are common where they live and if they use or would use them.

Give each student a sheet. In Activity A, tell students to work in pairs and rewrite the story using participle clauses where possible. Monitor and check.

In Activity B, put students into groups of four. Ask them to discuss how the story might end, using the prompts to help them, then write the continuation. Give a word limit of 150 words. Remind students to use participle clauses. Each group reads out their stories to the rest of the class, who can then decide which story is the most interesting.

### Suggested answer

Walking down the street one day, I noticed a second-hand shop. Not having much time, I was going to pass by but my eye was caught by a coat in the window display. It seemed strangely familiar. Going up to the window, I looked at it more closely. It was my old winter coat! Not having worn it for years, I had left it hanging with all my other old clothes at the back of my wardrobe. Wanting to find out how the coat, bought with my own money, had got there, I went inside the shop. The shop assistant was cashing up for the day and, suddenly feeling quite angry, I rushed up to her and demanded, 'Give me my coat!' Smiling, the shop assistant said, 'Don't you remember the day you gave it to us? And don't you remember why?' Staring at her, I realised she was right. A long-forgotten memory was surfacing in my mind ...

## 7A Speculation and deduction

► Photocopiable activity on p.213

You will need one sheet for each student.

Tell students this puzzle: *A man is lying injured in the middle of a field and there is a bag next to him. What happened?*

Elicit explanations using the language of speculation and deduction, e.g. *There could have been something dangerous in the bag.* Give the solution – the man is a parachutist and the bag contains his unopened parachute.

Put students into groups of four, ABCD, and give each student a sheet. Ask students to focus on their own story to start with, reading it and thinking of three explanations for it, using the language of speculation and deduction in the box. Point out that there are no correct answers – these mysteries remain unsolved. Ask students to take it in turns to present their mystery to their group and discuss possible solutions for it. The group should think of as many explanations for what happened as they can. Then compare explanations as a class.



### EXTRA ACTIVITY

Students work in pairs to rewrite the Tamam Shud mystery, changing the following details: the beach location and the country; the words on the paper and their language; the place where the book was found; what the woman said on the phone. Students exchange mysteries with another pair and think of as many explanations as they can, using the language of speculation and deduction in the box.



## 7B Cleft sentences

► Photocopiable activity on p.214

You will need one sheet for each student.

Read out some statements and ask students to make them into different types of cleft sentences:

*She needs a good holiday.* (What she needs is a good holiday. It's a holiday that she needs.)

*I went to England to study.* (The reason I went to England was to study. The place I went to study was England.)

Give each student a sheet. In Activity A, ask students to work individually and rearrange the sentences. Students compare answers in pairs, then check answers with the class.

In Activity B, students discuss the statements in small groups, seeing how far their classmates agree with each. Encourage them to use cleft sentences where possible during their discussion, e.g. *It's not computer games that are the problem.*

As feedback, find out which statement most students agreed with and which most disagreed with.

### Answers

- 1 What worries me is the amount of time kids spend on computer games.
- 2 The reason online education is so popular is simply its convenience.
- 3 What technology does is replace face-to-face communication.
- 4 It's only people with too much time to waste who use social-networking sites.
- 5 The worst thing is that our personal data is all over the Internet.
- 6 It's these online dating sites that are dangerous.
- 7 It is just older people who still prefer printed books.
- 8 What the government shouldn't do is monitor and regulate people's Internet use.

### EXTRA ACTIVITY

Students rewrite four sentences so that they express their own opinions, e.g. *What worries me is the amount of time kids spend online unsupervised.* Then put students into new groups to discuss the sentences.

### VARIATION

Copy one sheet for each group of eight students in your class and cut up, so each sentence is separate. Give a sentence to each student and ask them to unscramble it. Next, ask students to mingle, reading out their 'opinions' and seeing how far their classmates agree with them.

## 8A Gerunds and infinitives

► Photocopiable activity on p.215

You will need one sheet for each group of three or four students, cut up.

Explain to students that they are going to play a game of dominoes using gerunds and infinitives. Divide the class into groups of three or four and give a set of dominoes to each group. Each student in the group takes an equal number of dominoes.

One student begins by placing a domino on the table in front of the group. Students then take turns to play by placing down a domino which can complete a sentence. The sentences must make logical sense and be

grammatically correct, e.g. *Wouldn't you rather / speak to her?, The best thing is / I've got enough money,* etc.

If the student can't find a correct domino or puts one down that isn't grammatically correct, the other player has another turn. The activity is designed so that most dominoes have several options, but monitor and help as necessary. The game continues until all students have placed their dominoes correctly.



### NO-CUT VARIATION

Students work in groups and take it in turns to make sentences using the sentence halves on the sheet, e.g. *Wouldn't you rather have finished?*, and crossing out the squares that have been used. Students are eliminated from the game when they can't make a correct sentence. The last student left is the winner.



### EXTRA ACTIVITY

Students work in pairs. Give each pair two dominoes (four sentence halves) and ask them to write a short dialogue containing the sentence halves. Ask a few pairs to role play their dialogues for the class.

## 8B Conditionals

► Photocopiable activity on p.216

You will need one sheet for each pair of students.

Write these sentences on the board and ask students to correct them:

*If I would speak French, things would be easier.* (~~would~~ *speaks* spoke)

*Have you reminded me, it would have helped.* (~~Have~~ *Had*)

*Don't go in case you're worried.* (~~in case~~ *if*)

In Activity A, put students into pairs and give each pair a sheet. Ask students to read the conditional questions and decide which type of conditional they are. Check answers as a class.

In Activity B, ask students to choose six questions to ask their partner. Students ask and answer the questions. Monitor and make sure students develop the discussion, not just question and answer, and use correct conditional sentences where possible.

As feedback, get students to discuss some of the answers as a class.

### Answers

1 0 2 0 3 mixed (0 and 1) 4 1 5 1 6 2 7 0 8 2  
9 2 10 2 11 mixed (2 and 3, otherwise = if it hadn't happened)  
12 0 13 3 14 3 15 2 16 2

## 9A Reflexive and reciprocal pronouns

► Photocopiable activity on p.217

You will need one sheet for each student.

Give each student a sheet. In Activity A, ask students to complete the questionnaire with the appropriate pronoun. Ask them to compare answers in pairs. Check answers as a class.

In Activity B, put students into pairs. Students ask each other the questions, record their partners' answers and then read the analysis. As feedback, find out who had mostly As, Bs and Cs.

#### Answers

- |                |                            |                            |
|----------------|----------------------------|----------------------------|
| 1 A me         | B myself                   | C myself                   |
| 2 A herself    | B her, her                 | C each other / one another |
| 3 A himself    | B himself                  | C him                      |
| 4 A yourselves | B myself                   | C them                     |
| 5 A ourselves  | B each other / one another | C myself                   |
| 6 A myself     | B myself                   | C him                      |
| 7 A it         | B itself                   | C myself                   |



#### EXTRA ACTIVITY

Put students into pairs. Ask some pairs to write 'Five rules for playing it safe' and the others to write 'Five rules for living life on the edge', using at least three reflexive and reciprocal pronouns. As feedback, elicit one rule from each pair.

## 9B Ellipsis and substitution

► Photocopiable activity on p.218

You will need one sheet for each pair of students, cut in half.

Write on the board: *I never wanted to become a teacher but I became a teacher and I enjoy being a teacher.* Ask students to write the sentence down in a more natural way using ellipsis and substitution. (*I never wanted to become a teacher but I did and I enjoy it.*)

Put students into AB pairs. In Activity A, give each student their half of the sheet and ask them to read it. Then ask students to work on their own and rewrite their story half, making it more natural using ellipsis and substitution. Monitor and help as necessary. Accept all appropriate versions.

In Activity B, Student A reads their version of the first part of the story to Student B. In Activity C, Student B reads their version of the second part of the story to Student A. In Activity D, give students 15 minutes to work in their AB pairs and make an ending to the story. You could ask them to write an ending or just make notes. If students are struggling for ideas, provide some prompts:

*How could the house have disappeared? Are there any natural explanations?*

*Was the neighbour lying when she said she didn't know the narrator? Could she be involved in the mystery?*

*Who was the person the narrator met yesterday?*

*What help did that person need?*

*How could that person help get the house back?*

Ask them to compare their endings with the rest of the class. The class can vote on the most interesting ending. As you monitor this stage, write down examples where students could have used ellipsis and substitution better and write these on the board for whole-class feedback.

#### Suggested answers

I finished work as usual, put my coat on and left the office. I decided to walk home for a change because it was a sunny day. I turned the corner and was going to go up my drive but didn't because I couldn't. Why not? My house wasn't there! It had just disappeared! I couldn't believe it! There was a gap where it had stood, a completely empty space. My neighbour's house was there and so was her car. Anyway, I decided to take some action; I went to my neighbour, an old lady, and knocked on her front door. She came to the door, opened it and asked, 'Who are you?' I said, 'I am your neighbour. I've lived here for ten years.' She looked at me but didn't seem to recognise me and said, 'I don't know you. Nor do I want to. Now go away.' She slammed the door and left me on the doorstep. It was like a dream, a bad dream, and I wanted to wake up but I couldn't. The bad dream was reality. I thought about phoning the police but didn't because they would probably think I was crazy. (You might think so too.) Just as I was beginning to feel desperate, I noticed something on the floor. It was an envelope and inside was a message: 'Do you want to get your house back? If so, follow these instructions and you will. You need to remember someone you met yesterday, find them and help them more than you did before. That person has / They have the key to your house in more ways than you think.'

## 10A Regret and criticism structures

► Photocopiable activity on p.219

You will need one sheet for each student.

Tell students about a situation in the past where you feel you, or someone else, did something wrong, e.g.:

*It was my birthday and I had a really big party in my flat. The neighbours got really angry because they couldn't get to sleep.*

Invite students to criticise what you did and didn't do, and give you some advice. Write the key structures they use on the board: *You could have ...*, *You shouldn't have ...*, *If they had known ...*, etc. Then share a few of your regrets and write the key structures on the board: *If only I had* (told them about the party in advance); *I wish I had* (invited them); *it would have* (been a great opportunity to get to know them better).

Give each student a sheet. In Activity A, ask them to read the problems and choose the correct verb forms. Check their answers as a class.

In Activity B, put students into small groups. Ask them to criticise the people for what they did or didn't do, and then discuss what advice they would give to each of the people using the language of criticisms and regrets. Tell them to write at least two sentences for each post.

As feedback, find out which group has the best advice.



#### EXTRA ACTIVITY

Students think of their own situation where they regret something they have/haven't done. Other students then criticise and give advice.

#### Answers

- 1 would 2 hadn't bought 3 wouldn't have taken 4 should  
5 have taken 6 would 7 If only 8 would have liked 9 left  
10 spoke 11 tried 12 should have warned 13 lived  
14 shouldn't

## 10B Passive reporting verbs

► Photocopiable activity on p.220

You will need one sheet for each pair of students, cut up.

Write these sentences on the board and tell students to transform them into sentences with passive reporting verbs:

*A lot of taxpayers' money is wasted.* (It is widely believed that a lot of taxpayers' money is wasted.)

*Corruption is getting worse.* (It is thought that corruption is getting worse.)

*Many government ministers abuse their power.* (Many government ministers are said to abuse their power.)

Divide the class equally into Deputy Ministers of Culture and journalists and give students the corresponding parts of the sheet for Interview 1. Ask Deputy Ministers to work in pairs and discuss what the possible questions might be. Tell the journalists that they have to be careful about what they say. Ask them to work in pairs and prepare questions with passive reporting verbs.

Put students into new pairs (a Deputy Minister of Culture and a journalist) to conduct the interview. Monitor and check that the journalists are using passive reporting verbs appropriately.

Students swap interviewer and interviewee roles, and repeat the procedure for Interview 2 between a Minister of Culture and a journalist.

As feedback, elicit the sentences with passive reporting verbs used by the journalists and compare with the suggested answers. Discuss whether the journalists have enough reliable information from the two interviews to publish a story.

### Suggested answers

#### Interview 1

It is said that you were the only candidate allowed to apply for the post.

The Minister and you are reported to be old school friends and former business partners.

It is alleged that you left business because you were fired for misuse of company finances.

800,000 euros are believed to be unaccounted for in the latest accounts of the Ministry.

It is rumoured that you bought a new yacht costing an estimated 800,000 euros.

Staff at the Ministry are understood to have been made to work overtime for no extra pay.

It is suspected that several staff who complained about this were fired.

The Ministry is understood to have recently closed down a website which was critical of its work.

#### Interview 2

It is rumoured that the extension to the Ministry of Culture building cost the taxpayer two million euros.

Funding for the arts is understood to have been cut.

It is said that your salary has increased 300% since you came into office.

Cleaners in the Ministry are reported not to have been paid for three months.

Your partner is said to work as your secretary on a large salary but is never actually seen at work.

It is reputed that you received a personal loan to build a swimming pool in your mansion.

Your son is believed to have received a loan to start a tourism company.

It is alleged that you have just come back from a six-week holiday in Barbados, paid for by the taxpayers.

## VOCABULARY

### 1A Language learning

► Photocopiable activity on p.221

You will need one sheet for each student.

In Activity A, tell students they are going to think about how easy or difficult they find their English studies. Give each student a sheet. Demonstrate by asking a strong student: *Do you find it easy to pick up new English expressions?* and ask the student to give his/her answer a score of 1 (very strongly disagree) to 5 (very strongly agree).

Tell students they have to read each statement and give it a score according to how much they agree with the statement.

Give students five minutes to complete the questionnaire. Monitor and help as necessary.

In Activity B, put students in groups of four or five so they can discuss their answers.

Encourage students to ask for and give advice on how to improve various areas.



#### EXTRA ACTIVITY

Ask the groups to think of a piece of advice for each of the statements. As feedback, ask the class to decide which is the best piece of advice for each statement. Produce a definitive list of advice for the class. This list can be shared on a class noticeboard or class wiki.

### 1B Describing changes

► Photocopiable activity on p.222

You will need one sheet for each pair of students, cut in half.

Put students into AB pairs. Give each student their part of the sheet. Point out that they each have two graphs: one complete, one blank. Tell students not to show their graphs to each other.

Demonstrate the activity by drawing a simple line graph on the board to represent the following information. Describe it to students: *In January, there were 68 students in the school. There was a barely perceptible change in February, and then there was a rapid rise through March and April. There was a steady upward shift over the summer months before there was a noticeable downward trend until November. After which numbers rose substantially to finish the year on 105.*

Ask students to take turns to describe their graph to their partner, who then draws the graph on their blank graph. Student A starts. Tell students they can give the January and December percentages, but not the percentages of the months in between.

When they have finished, students compare graphs to see how accurate they were.

### Suggested answers

#### Student A

In January, 40% of female students and 20% of male students visited the cinema at least once a month. There was a steep increase in female students visiting the cinema over the first few months of the year, then another sharp increase in June, before there was a slight downward trend to finish the year on about 60%. There was a gentle decrease in male students visiting the cinema over the first few months of the year and then there was a rapid rise from June to July. Numbers remained steady until October. There was an equally sharp decrease over the last few months of the year.

#### Student B

In January, 10% of female students and 20% of male students visited the school website at least once a week. There was a steady increase in female students visiting the school website until June, when there were very rapid rises until figures peaked in October. The figures remained constant until the end of the year. There was a gentle increase in male students visiting the school website from March and this continued to rise until peaking at 60% in December.



#### EXTRA ACTIVITY

Ask students to work individually to draw their own graphs (based on real information or their own ideas). Put students into new pairs and ask them to swap graphs and to write a paragraph describing their partner's graph.

## 2A Multi-word verbs: Social interaction

► Photocopiable activity on p.223

You will need one sheet for each pair of students.

Put students into pairs. Give each student a sheet. In Activity A, ask students to work in pairs to complete the sentences with the correct forms of the multi-word verbs.

In Activity B, demonstrate the activity by giving an example for one of the situations, e.g. *When my best friend had a baby, she didn't talk about anything else. She would tell me what the baby had done, what noises the baby had made, it was really boring*, to elicit the correct verb (*go on*). Emphasise that you didn't use the verb in your description.

Students then take it in turns to choose a situation from the sheet and describe it to their partner, who guesses the situation and the verb. Encourage them to be as descriptive as possible and tell them to describe all the situations.

For strong classes, ask students to turn over their sheet so that they can't see the situations or the multi-word verbs.

#### Answers

1 fit in 2 bombarded; with 3 brought out 4 come across  
5 hold; back 6 cut; off 7 slip out 8 relate to 9 ran; down  
10 went on



#### EXTRA ACTIVITY

Tell students to write sentences summarising their partners' descriptions of the situations, e.g. *When Pedro had an interview, it was important that he came across well.*

## 2B Verbs of movement

► Photocopiable activity on p.224

You will need one sheet for each pair of students, cut up.

Tell students they are going to write a short story. Elicit some ideas for what information is important in a story: e.g. the time and place, the main character and the other characters, an event.

Put students into pairs. Give each pair a sheet of paper. Ask students to write one or two opening sentences for their story. Then give a set of cards to each pair of students and ask them to place the cards face down on the table. Students turn over the first card and discuss how to continue the story to include the next verb of movement. Students then write the next part of the story using the verb.

Students pass their story on to the next pair. Students read the story they've received, turn over the next card, and write one or two sentences which include the verb on the card.

Students continue passing the stories on until all the cards have been used. Remind them that the last card means they have to write the conclusion of the story.



#### VARIATION

For weaker groups, put students into groups of four. Begin the activity as above, but instead of giving a full set of cards, give each group six verbs. Students then work in their groups to write the story, incorporating the six verbs as they wish.



#### NO-CUT VARIATION

Put students into groups. Give each group a sheet and ask them to choose a maximum of six verbs to use in a story. Students then read their story to the class, but do not say the verbs. Other groups have to guess what the missing verbs are.

## 3A Wealth and poverty

► Photocopiable activity on p.225

You will need one sheet for each pair of students.

Put students into pairs and give each pair a sheet. In Activity A, ask students to work together to complete the article. Point out that sometimes more than one answer is possible.

In Activity B, put students into new pairs and ask them to discuss the questions. As feedback, find out what the most common opinions are.

#### Answers

1 disposable income 2 hardship 3 impoverished/deprived  
4 make ends meet 5 destitute/impoverished 6 live within our means / make ends meet 7 well-off 8 prosperity 9 affluent / well-off 10 deprived



#### EXTRA ACTIVITY

Play *Backs to the board* using the vocabulary from lesson 3A and the guidelines from the *Teaching Plus* notes on p.175.



## 3B Landscape features

► Photocopiable activity on p.226

You will need one sheet for each pair of students.

Put students into pairs and give each pair a sheet. Go through the instructions with the class. Point to the first picture of a campsite in the desert and elicit any vocabulary related to deserts (e.g. *arid*, *huge sand dunes*, *remote area*, *untouched wilderness*, etc.). Ask students which of these phrases it would be appropriate to use to sell this destination to prospective customers (*untouched wilderness*, *remote area*). Ask them why these features might be a good selling point and how they would change the current description to include these phrases.

Students work in pairs to improve the website descriptions for each destination. Remind students to use the vocabulary of landscape features from lesson 3B in order to sell each destination. Give students 15 minutes to complete the task. Monitor and help with any vocabulary as necessary.

Students then swap their descriptions of the holiday destinations with another pair. They read and discuss the other pair's descriptions and choose the most appealing destination, giving reasons for their choice.

As feedback, discuss which destination is the most popular and why.

### EXTRA ACTIVITY

Ask pairs to consider the activities that tourists might be able to do in each of the destinations (e.g. *scuba diving in Thailand*). They then add these activities to the descriptions they've already written, again considering how to best sell the activities as part of the holiday package.

## 4A Instinct and reason

► Photocopiable activity on p.227

You will need one sheet for each student.

Give each student a sheet. Ask students to think about their classmates and complete the sentences according to their hunches about them. Tell students to try to use all their classmates' names. They can complete a sentence with two names if they wish.

Demonstrate the next stage of the activity by writing on the board: *I have a hunch that [student's name] is usually a rational thinker*. Then ask him/her: *Are you a rational thinker?* Tick the sentence if your hunch is correct and ask a follow-up question according to how the student answers, e.g.: *Do your friends think you are a rational thinker? When did you last make an irrational decision?*

Ask students to mingle and ask each other questions to find out if their hunches were correct. Encourage students to ask follow-up questions. As feedback, ask if anyone learned anything surprising about their classmates.

## 4B Memory

► Photocopiable activity on p.228

You will need one sheet for each pair of students, cut up.

Put students into pairs and give each pair a sheet. Students work together to match the question halves. Monitor and help as necessary. Check answers as a class.

Tell students to take it in turns to ask and answer the questions.

Monitor and note any interesting answers to go through as feedback.

### Answers

1 e 2 h 3 i 4 l 5 g 6 b 7 j 8 k 9 f 10 a  
11 c 12 d

### VARIATION

As above, but cut the grid in two. Give the first halves of the questions to Student A, and the second halves to Student B. Students take it in turns to read out a half question and their partner supplies the other half. They then ask and answer the questions.

## 5A Crime and justice

► Photocopiable activity on p.229

You will need one sheet for each pair of students, cut in half.

Divide the class into two groups, A and B. Give each student their part of the sheet. Tell students each group has the same story, but with different information missing. Give each pair a sheet. In Activity A, put students in AA and BB pairs. Ask them to read the story and try to complete as many gaps as they can. When students have finished, tell them to work out the questions they need to ask to check their answers.

In Activity B, put students into AB pairs, telling them not to show their sheets to each other. Students then ask questions to check their answers are correct or complete the gaps.

Students then discuss the text and the questions in their AB pairs.

### EXTRA ACTIVITY

Have a class debate. Write on the board:

*The punishment should fit the crime.*

*Prison is just a holiday for criminals.*

*Criminals are victims too.*

Put students into groups of five and ask them to discuss the statements. Ask the groups to come up with as many arguments as they can. Then have a class debate, with you as chair.

## 5B Employment

► Photocopiable activity on p.230

You will need one sheet for every four students, cut up.

Put students into groups of four. Give each group a set of cards: one for each student (Student A, Student B, Student C, Student D). Tell students they each have four questions they need to ask to 'find someone who'. Elicit the type of questions students need to ask (*Would you like/hate ... ?* and *Do you think ... ?*). Then tell students to mingle and try to complete their cards with students' names. Tell them to ask follow-up questions and make a note of the answers.



### EXTRA ACTIVITY

Write the different sectors (*manufacturing, financial, public, etc.*) on the board. For each sector, ask *Who would like to work in this sector?* and *Who would hate working in this sector?*, and write the numbers under the sectors on the board, to see which are the most and least popular ones.

Divide the class into three groups. Give each group one of the three most popular and one of the three least popular sectors. Give them five minutes to think of advantages and disadvantages for each one. Then ask the questions above again, to see if any students have changed their mind about working in any particular sector.

## 6A Adjectives: Describing arts and culture

► Photocopiable activity on [p.231](#)

You will need one sheet for each pair of students.

Ask a strong student: *What was the last book you read? How would you describe it?* (e.g. *exciting*). Write on the board: *A book you think is exciting* and then write the title of the book the student gave you next to it.

Tell students they are going to work together to write the names/titles of books, people, etc. according to descriptions on the sheet.

Put students into two groups, A and B. Then divide each group into pairs and give each pair a sheet.

In Activity A, students work in their pairs (Pair A or Pair B) to think of their examples. Tell students that they need to be able to explain their choices. Monitor and help as necessary. In Activity B, an A pair works with a B pair to compare and discuss ideas. Students then compare ideas in a new AB pair.

As feedback, ask a strong student *Have you found out about a film you would like to see?* or *What interesting thing did you find out?*



### VARIATION

You will need one sheet for each pair.

Put students into pairs. Give each pair a sheet. Tell students to work together to complete the 16 gaps. To make the activity shorter, tell students to complete only Pair A's eight gaps. Each pair then works with another pair to compare ideas and make a new list. The group of four then works with another group of four to make a new list, and so on, until a definitive class list has been drawn up.

## 6B Emotions

► Photocopiable activity on [p.232](#)

You will need one sheet for each pair of students, cut up.

Give each student their part of the sheet. In Activity A, students work alone to complete the sentences so that they are true for them. Monitor carefully to make sure the examples are appropriate for the adjectives.

In Activity B, demonstrate the aim of the activity by saying: *When I was ten, I was absolutely devastated when my pet rabbit died.* Put students into AB pairs. Students then read their sentences to their partner without using the adjectives in italics, and their partner tries to work out the adjective in each sentence.

Students can then change partners and repeat the activity.

As feedback, ask students if they learned anything interesting about their classmates.



### EXTRA ACTIVITY

Tell students to swap their sheets with their partner.

Students focus on their partner's negative sentences and give suitable advice or a solution for those situations, e.g. students could suggest to someone who was absolutely devastated over the death of their pet rabbit that they could have bought another one. As feedback, ask for examples of advice offered and ask students whether they think it is useful or not.

## 7A Compound adjectives

► Photocopiable activity on [p.233](#)

You will need one sheet for each pair of students, cut up.

Put students into two groups, A and B. Give each student their part of the sheet. Point out that students have a grid made up of words and pictures. Tell them to focus on the words. Ask students to work out how they can describe the words that they have, e.g.: *My friend always forgets things – other people's birthdays, where he has parked his car, appointments – he is very ...* to describe *absent-minded*. *An experience that is a little bit dangerous, but very exciting, is ...* to describe *hair-raising*.

Give students time to work out how to explain the words. Monitor and help as necessary.

Put students into AB pairs. Tell them not to let their partners see their sheet. Tell students to take turns to ask for an explanation of the missing words by choosing a picture and giving the code (e.g. A1, A2, etc.) to their partner. Student A starts by giving a code to Student B. Student B gives the explanation, and Student A uses the explanation and the picture to work out the word. Students continue until they have worked out all the words.



### VARIATION

Instead of taking turns to choose a picture and give a code, students take turns to select a word at random and give the explanation. Their partner then guesses the word and matches it with a picture.

## 7B Nouns with suffixes: Society and relationships

► Photocopiable activity on [p.234](#)

You will need one sheet for each pair of students.

Tell students they are going to create a new community where they can decide on the qualities people have. Put students into pairs. Give each pair a sheet. In Activity A, ask students to look at the words and elicit a few desirable qualities/behaviours and a few undesirable qualities/behaviours. Make sure students understand the meaning of all the words. Ask students to work in their pairs and agree on three desirable qualities their new community or the people in it should have, as well as three undesirable qualities. Tell students to explain how their community would ensure the principles were maintained. Set a time limit of ten minutes. Monitor and help as necessary.



In Activity B, put students into groups of four. Ask students in each group to explain their lists to their group and to agree on two new lists. Do a class survey at the end to find out the three most desirable and the three most undesirable qualities/behaviours.

In Activity C, ask students to stay in their current groups of four and take turns to talk about the community they're living in at the moment. Ask them which qualities/behaviours they would change if they could and why.

As feedback, find out what most people would want to change.

### EXTRA ACTIVITY

In pairs, students write definitions for four words they didn't use from the words on the sheet. They then swap definitions with another pair and try to guess which words are being described.

## 8A Sleep

► Photocopiable activity on p.235

You will need one sheet for each group of three students, cut up.

Put students into groups of three. Give each group a set of cards: one for each student (Student A, Student B, Student C) and one group card. If there is a group of four, two students could share a card.

Students take it in turns to read a sentence on the group card. They then check the responses on their individual cards (including the student who read the group card) and the student who has the correct response reads it out. You could demonstrate the first item as an example. Monitor and help as necessary.

As feedback, go through the sentences and their correct responses. Then ask students to turn over their cards and read out a sentence from the group card yourself. See if students can remember the answer.

### Answers

- 1 Student A 2 Student C 3 Student C 4 Student B  
5 Student B 6 Student A 7 Student B 8 Student C  
9 Student C 10 Student A 11 Student B 12 Student B

### EXTRA ACTIVITY

In their groups of three, students discuss the sentences and comment on, or provide advice for, the situations. As feedback, find out what suggestions the class has for staying awake till midnight, if any students suffer from insomnia and if any of them have ever fallen asleep in a meeting or in class.

## 8B Ageing and health

► Photocopiable activity on p.236

You will need one sheet for each group of three or four students.

Tell students they are going to open an anti-ageing clinic and they need to produce a publicity leaflet.

Give each group a sheet and draw students' attention to the pictures. Ask students: *What problems or signs of ageing could an anti-ageing clinic help with? What services and products could it offer?* Elicit students' ideas.

In Activity A, give students time to choose three signs of ageing and add three of their own, and discuss and decide how each will be treated at their clinic. Ask students to then decide on five promises they will make to clients. Monitor and help as necessary.

In Activity B, students work in their groups to create their leaflet. Monitor and help as necessary. If your students have completed lesson 8D, you may wish to review the techniques of promotional writing covered there for use in their leaflet.

### EXTRA ACTIVITY

When students have prepared their leaflets, tell them to research anti-ageing clinics online and compare their promotional material with the leaflets produced by the class.

## 9A Verbs with re-

► Photocopiable activity on p.237

You will need one sheet for each pair of students.

Put students into pairs and give each pair a sheet. In Activity A, tell students that they're going to complete the questions with *re-* verbs in the correct form. Use the first question as an example. Elicit the correct verb (*recreated*) from the class. Ask students why they have chosen this verb (*because it means to make something exactly the same as the original*). In their pairs, students complete the questions.

Check answers as a class. Where students have struggled to get the correct answer, elicit the rationale for the correct answer from another pair.

In Activity B, put students into new pairs. Students discuss the questions in A. As feedback, students share interesting answers.

### Answers

- 1 recreated 2 revamp 3 redeveloped 4 restore  
5 regain 6 reinstated 7 rejuvenated 8 regenerating  
9 renovate

### EXTRA ACTIVITY

In pairs, students choose one of the questions and prepare a short speech to answer it. They should explain their reasons or ideas. When all pairs have given their speech, the class votes for the most interesting answer.

## 9B Describing buildings

► Photocopiable activity on p.238

You will need one sheet for each pair of students, cut up.

Explain that Student As will have a crossword with half the answers given and Student Bs have the same crossword with the other half of the answers given. Put students into AA and BB pairs. Ask them to think of clues for their words. Give an example clue, e.g.: *What do you call an area of a town or city where a lot of buildings have been built for people to live in?* (housing estate). Monitor and help as necessary.

Put students into AB pairs. Students complete their crosswords by taking it in turns to ask for a clue, e.g. *What's 5 across?* and giving clues. Monitor and help as before.

### **FAST FINISHERS**

Ask students to work in their pairs to divide the vocabulary into nouns and adjectives. They then find as many suitable collocations as possible, e.g. *an innovative retail park*.

## **10A Communication verbs**

► Photocopiable activity on p.239

You will need one complete sheet and one cut-up sheet for each group of four students.

Divide the class into groups of four. Give each group a complete sheet and ask them to explain what each communication verb means and to give examples. Then ask students to briefly think of ideas for each topic. Take feedback as a class to ensure all students understand the communication verbs.

Tell students they are going to take it in turns to talk about a topic, and to illustrate the communication verbs. Give each group a set of topic cards and a set of communication verb cards, and place them face down on the table. All students then take a topic card and a communication verb card, and they all have one minute to prepare notes for their talk.

After the preparation time, one of the students starts talking about the topic in the manner of the communication verb on their card. The group try to guess what the communication verb is. If the group guesses correctly, the student keeps the communication verb card and puts the topic card back at the bottom of the pile. If the group guesses incorrectly, the student puts both cards at the bottom of their piles. Then the next student starts.

Continue until all the topic cards have been used, always ensuring students have one minute to prepare.

### **EXTRA ACTIVITY**

In pairs, students decide whether each of the communication verbs is a positive or negative for speaking in public. Then they write a 'Public speaking advice sheet' with a list of do's and don't's. These can then be put up around the classroom or added to a class wiki.

## **10B Superstitions, customs and beliefs**

► Photocopiable activity on p.240

You will need one sheet for each student.

Give each student a sheet. In Activity A, ask students to write *T* or *F* for the statements in the 'Me' column. In Activity B, ask students to add two more superstitions, customs or beliefs from their own country to the bottom of the table and to write *T* or *F* in the 'Me' column. Monitor students and help with vocabulary as necessary.

In Activity C, students work in pairs and talk about why the statements are true or false for them. Students find out if the superstitions, customs or beliefs from their own country are true or false for their partner and write *T* or *F* for all the statements in the 'My partner' column. Take feedback as a class. Find out if there are any students who are not superstitious at all or if most students are a little superstitious.

### **EXTRA ACTIVITY**

Divide students into groups of three or four and ask them to think of three common superstitions. Tell them to discuss possible origins of the superstitions. As feedback, open this out to a class discussion. If the class is interested, this could be extended into a homework research project.

## **WORDPOWER**

### **Unit 1 Idioms: Body parts**

► Photocopiable activity on p.241

You will need one sheet for each student.

Put students into pairs and give each student a sheet. Individually, they read the prompts and think about what they could write for each one. Demonstrate this by doing the first one as a class and elicit some possible ideas, e.g. *a job, a chance to go to New York*.

Students write one answer in each shape. Tell students to write their answers in any order. Monitor and help as necessary. When students have finished, ask them to swap sheets and try to guess which answer goes with which question.

Students then check their ideas by asking each other about the answers in the shapes. Students explain why they gave the answers they did and give any background information.

(If you want to do the extra activity, you may want to do it before the class feedback as it will give away some of the answers.) As feedback, ask students for the most interesting answers, and if relevant/appropriate ask the student who gave that answer to elaborate.

### **EXTRA ACTIVITY**

Ask students to take their partner's sheet and fold over the top half of the sheet so they can't see the prompts. Students mingle, and ask each other questions about the words in the shapes. Students have to remember both the idioms in the prompts and their partner's explanation in order to feedback to the class.

### **Unit 2 Idioms: Movement**

► Photocopiable activity on p.242

You will need one sheet for each student.

In Activity A, each student works individually to match the sentence halves. They then compare in pairs. Check answers as a class.

In Activity B, students tick the sentences that are true for them, and change the other sentences to make them true, e.g. *change go round the world on a yacht to swim with dolphins*.

In Activity C, students mingle to find out how many classmates have similar opinions. For stronger groups, encourage them to ask follow-up questions, e.g. *Why do your thoughts drift ... ? Do you think you ever will swim with dolphins?*

#### **Answers**

1 h 2 c 3 j 4 g 5 f 6 i 7 e 8 b 9 d 10 a

## Unit 3 Idioms: Landscapes

► Photocopiable activity on p.243

You will need one sheet for each pair of students.

Put students into pairs. In Activity A, tell students to work together to make idioms from unit 3. Remind students that they will need to add extra words for some idioms. Students can refer to SB p.42, if necessary.

In Activity B, tell students they're going to read about a language school that isn't doing well. Students work with their partners to complete the gaps in the text. Monitor and help as necessary, then check answers as a class.

In Activity C, students discuss the problem in pairs and agree on three pieces of advice for Bert.

As feedback, the class decides which three pieces of advice are the best.

### Answers

#### A

- 1 get the lie of the land    2 get bogged down
- 3 on a slippery slope    4 swamped    5 an uphill struggle
- 6 not out of the woods    7 a drop in the ocean

#### B

- 1 slippery slope    2 drop in the ocean    3 not out of the woods
- 4 swamped    5 getting bogged down with    6 uphill struggle
- 7 got the lie of the land

## Unit 4 mind

► Photocopiable activity on p.244

You will need one sheet for every four students, cut up.

Put students into groups of four. Give each group a set of cards: one for each student (Student A, Student B, Student C, Student D). Tell students they're going to ask their classmates questions to complete the cards. Demonstrate by asking a student: *Maria, has it ever crossed your mind to become a teacher?* If she says *no*, ask *Why not?* Then ask another student, and so on. When a student says *yes*, ask *Why?* Tell students they can ask each classmate only one question (and a follow-up question) at a time. Tell students to rephrase the prompts as questions, and think about follow-up questions. Monitor and help as necessary.

Students then mingle and complete their cards.

When students have finished, put them into ABCD groups to compare answers. Take feedback from the class and ask for examples of interesting answers.

## Unit 5 Idioms: Crime

► Photocopiable activity on p.245

You will need one copy of the board game on p.272, a dice, counters and one sheet for each pair of students, cut up.

Put students into pairs. Give each pair a copy of the board game, dice, counters and a set of question cards.

Students place the question cards face down in a pile on the table. Students take turns to pick up a card and ask their partner the question. If the answer is satisfactory (i.e. it illustrates the expression on the card), their partner rolls the dice and moves his/her counter forward. If the answer isn't satisfactory, their partner can't move his/her counter.

The first student to reach the final square is the winner. If the end of the board is reached before all the questions have been asked, and if the class is enjoying the activity, ask students to continue playing until all the questions have been asked.

As feedback, ask if anyone was surprised by what they learned about their classmates.



### NO-CUT VARIATION

Give one sheet to each student folded in half vertically. Ask students to work in pairs. Student A looks at the top half of the sheet, Student B the bottom half. Students interview each other, taking turns to ask the questions. Tell students to ask further follow-up questions of their own. The aim of the activity is to have a conversation, not just get to the end! Students then swap partners for another set of interviews.

## Unit 6 Idioms: Feelings

► Photocopiable activity on p.246

You will need one sheet for each group of three students, cut up.

Put students into groups of three. Give each group a set of cards. Ask students to shuffle the cards and place them face down in a pile.

Demonstrate the activity. Take a card and say: *Every time I go to catch a bus the display says that it's only two minutes away, but it always takes longer than that. Then, when it arrives, it's always full, so I have to wait even longer. This means that I am often late.* Ask if any of the students can guess which expression you are describing (*something that really gets your back up*).

Tell students they are going to take it in turns to take a card and talk for a minute about what is on the card (for weaker groups make the time 30 seconds). The other students in the group guess which expression from SB p.78 is being described. Students continue until all the cards have been used.



### NO-CUT VARIATION

You will need one sheet for each pair. Students take it in turns to describe one of the situations for one minute and their partner guesses which expression is being used. Students cross off the cards/expressions as they are used.

## Unit 7 self-

► Photocopiable activity on p.247

You will need one sheet for each pair of students or group of three.

Put students into pairs or groups of three. Give each pair/group a sheet. Tell students they have to work out the names of the different people. Each sentence refers to a characteristic, and also spells one letter of that person's name. Students work together to find the correct sentences/letters and work out what the people's names are.

Do an example. Point to sentence S. Ask: *What kind of person always gives to charity appeals?* (self-sacrificing). Then ask students to find the other two sentences that are about a self-sacrificing person, and to use the letters with the sentences to work out the name on each person's

T-shirt (the letters are an anagram of a three-letter name). Take feedback as a class. Check students know what the names are short forms of (*Stu* – Stuart; *Ann* – Anna; *Bob* – Robert; *Meg* – Megan; *Max* – Maximilian; *Val* – Valerie or Valentine).

#### Answers

- 1 STU
- 2 ANN (A Of course I'll pass the exam!)
- 3 BOB
- 4 MEG (M I love fashion and I make my own clothes.)
- 5 MAX (M I realise I have to work harder at my English studies.; A I know what my strengths and weaknesses are.)
- 6 VAL (A I taught myself to play tennis and could play professionally.)



#### EXTRA ACTIVITY

In pairs, students write another two sentences for each character to demonstrate the *self*-characteristic. Take feedback as a class.

## Unit 8 and

► Photocopiable activity on p.248

You will need one sheet for each group of three or four students, cut up.

Put students into groups of three or four. Give each group a rectangular set of cards and a square set of cards. Students spread the cards out face down on the table, keeping the two sets separate. Explain that the cards are two words of an expression with *and*. The rectangular cards are the first words of the expressions and the square cards are the final words of the expressions after the word *and*.

Demonstrate the activity: turn over one rectangular card and one square card and ask the class if they make an expression with *and*. If they do, use the expression in a sentence, e.g. *This classroom is showing signs of wear and tear*, and pick up and keep the cards. If the cards don't make an expression, turn them back over and turn over another pair until you can make an expression.

Students then do the activity: Student A turns over two cards. If the cards match and if Student A can make a correct sentence, then he/she keeps the cards. If the cards don't match, the cards are turned back over and the next student has a go. Monitor and help as necessary.

The winner is the student with the most cards at the end of the activity.

#### Answers

far and wide, far and away, sick and tired, wear and tear, part and parcel, loud and clear, neat and tidy, short and sweet, safe and sound, bits and pieces



#### NO-CUT VARIATION

Give each student a sheet. Students work alone to match the halves of the expressions. Students then compare answers in pairs and work together to make sentences for each expression.



#### VARIATION

When two cards make an expression, each student in the group makes a different sentence using the expression. The group decides which is their favourite sentence (the funniest, the most difficult, etc.) and that student keeps the cards.

## Unit 9 build

► Photocopiable activity on p.249

You will need one sheet for each pair of students.

Demonstrate the activity by writing on the board:

**Then:** *I couldn't run more than 1 km without stopping.*

**Now:** *I can run a marathon.*

Ask students: *What have I done?* and elicit an answer with **build**: *You have **built up** your stamina.*

Put students into pairs. Give student a sheet. In Activity A, tell students they have to match the 'then' sentences with the 'now' sentences. Check answers as a class.

In Activity B, students work with their partner to decide what has happened between the 'then' sentence and the 'now' sentence and write a sentence using an expression with **build** for each situation.

#### Answers

- 1 f 2 h 3 i 4 c 5 d 6 j 7 g 8 l 9 e 10 b  
11 k 12 a



#### EXTRA ACTIVITY

Students work in pairs to write their own 'then' and 'now' sentences, which they swap with another pair. They then try to link the sentences using an expression with **build**.

## Unit 10 luck and chance

► Photocopiable activity on p.250

You will need one sheet for each pair of students.

Put students into pairs and give each pair a sheet.

Demonstrate Activity A by saying: *I think England have a fighting chance of winning the next World Cup*. Ask students if any of them agree with you.

Write three topics on the board: *Sport, Famous people, Work and study*. Tell students they can use any of these topics (or anything else) when they complete the sentences. Students then work in pairs to complete the sentences. Monitor and help as necessary.

In Activity B, ask each pair to work with another pair to compare their ideas and find out how many they agree with.

As feedback, ask each group of four to read out the more interesting version of each sentence, and see if the rest of the class agree or disagree.

## PRONUNCIATION

### Introduction Terminology and phonetic symbols

► Photocopiable activity on p.251

You will need one sheet for each pair of students, cut up.

The aim of this sheet is to help students learn some basic pronunciation terminology and reinforce phonetic script.

In Activity A, put students into pairs to play pelmanism. Give each pair the two sets of cards from the top half of the sheet: the cards 1–10 have the terminology, and cards a–j have the definition.

Spread the cards out face down in two separate piles. Students take it in turns to turn over a card from each pile



to try to find a match between terminology and definition. If they find a match, they keep the cards. If not, the cards are turned over again. Check answers as a class.

In Activity B, give students the second part of the sheet. Students work individually or in pairs to find the pronunciation terms in the wordsearch. Remind them that words can be horizontal and vertical. Refer students to the Phonetic symbols chart on SB p.191.

### Answers

#### A

1 i 2 a 3 f 4 e 5 h 6 c 7 j 8 d 9 g 10 b

#### B

i	w	h	ɒ	m	ə	f	əʊ	n	t	h
k	i:	ŋ	s	ə	r	t	aɪ	z	e	ŋ
ɒ	k	v	tʃ	s	ɪ	l	ə	b	ə	l
n	f	aʊ	k	ə	l	s	ə	i	m	aʊ
s	ɔ:	ə	ɪ	d	ɪ	f	θ	ɒ	ŋ	ə
ə	m	l	tʃ	r	ʒ	r	ɔ:	θ	p	l
n	k	u:	c	ə	ə	b	t	p	w	u:
ə	ɪ	n	t	ə	n	eɪ	ʃ	ə	n	n
n	r	i	l	i:	s	t	r	e	s	i
t	k	w	ɜ:	d	g	r	u:	p	n	w



### NO-CUT VARIATION

Students match the terminology to the definitions.

## 1B Sentence stress

► Photocopiable activity on p.252

You will need one sheet for each pair of students, cut in half.

Write on the board: *An invasion of armies can be resisted, but not an idea whose time has come.* Ask students if they know whose quotation this is and which century it was written in (*Victor Hugo, 19th century*). Then ask students what tense the verb phrase in the second clause is in (*present perfect*) and which three syllables/words are stressed in this second clause (*idea, time* and *come*). Elicit that auxiliary verbs are usually unstressed and main verbs are usually stressed.

Put students into two groups, A and B, and give each student their sheet, A or B. In Activity A, students work individually and read the quotations and underline the syllables/words which are stressed in the perfect verb phrases. Monitor and check.

Put students into AB pairs. In Activity B, students read the quotations to their partner but do not say whose quotations they are. Their partner needs to listen and say which one was written more than 700 years ago. Monitor and check they are using sentence stress well.

In Activity C students work in their AB pairs and discuss whether they like the idea in each quotation. Monitor and encourage students to give reasons for their feelings.

As feedback, ask students what their favourite quotation is and why.

### Answers

#### 1

#### Student A

- a has been made; has been put
- b have always been
- c have not failed; have just found
- d have decided
- e has come
- f will have been said than done

#### Student B

- a have won; have started
- b have loved and lost; never to have loved
- c Having been poor
- d has already achieved
- e have accomplished; have planned for yourself; you have not planned enough
- f has been done



### EXTRA ACTIVITY

Students find their own favourite quotations (any grammar) and read them out with appropriate sentence stress to the rest of the class.

## 1C Sound and spelling: ea, ee and ie

► Photocopiable activity on p.253

You will need one sheet for each student and two dice for each pair of students.

In Activity A, ask students: *What is the name of our planet? (Earth), What adjective means in a good mood? (cheerful) and What's the word for your brother's or sister's daughter? (niece).* Write the answers on the board and elicit the pronunciation of *ea*, *ee* and *ie* in each word (/ɜ:/, /ɪə/ and /i:/).

Give each student a sheet. Students work individually and add the words into the correct sound group according to the pronunciation of the letters *ea*, *ee* and *ie*. Monitor, check and drill the words. Ask the class for other words to add to the groups.

In Activity B, put students into pairs and give each pair two dice. The first student rolls two dice and adds the two numbers on the dice. The student finds the corresponding six sounds in the table for that number. Their partner must then say words for the six sounds which match that number in order, e.g.: 5 =

/e/	/ɪə/	/ɜ:/	/i:/	/e/	/i:/
-----	------	------	------	-----	------

so the student might say *friend, career, learn, meet, head, Greek*. Students cross out each row of correctly pronounced sounds so they don't do the same row more than once. Monitor and make sure students are pronouncing sounds correctly. As feedback, find out which pair has crossed out most rows of sounds.

## Answers

/i:/ meet	/e/ friend	/eɪ/ great	/eə/ bear	/ɪə/ cheerful	/ɜ:/ research
cheat referee thief	breathtaking ahead	steak	underwear	deer	Earth

## 2A Consonant-vowel linking

► Photocopiable activity on p.254

You need one sheet for each pair of students, cut in half.

Write these phrases on the board and drill them.

one\_and two a\_big\_idea the\_sheep\_are

Elicit that when one word ends in a consonant sound and the next word starts with a vowel sound, there is consonant-vowel linking.

Put students into A/B pairs. Give each student their sheet, A or B. Tell them to read the complete text on their own sheet and mark where there is consonant-vowel linking. The first is done as an example. If necessary, elicit another example – one from a Student A and one from a Student B.

Student A dictates text A to Student B so Student B can complete the gaps. Monitor that Student A is reading out the text at a natural speed and linking the consonant-vowel sounds in the marked words. Read out the whole text aloud for students to listen and check. Students then practise reading the whole text aloud, concentrating on the consonant-vowel linking. They then try to guess what the worker says. Take guesses from the whole class and then tell them the worker says: 'That was a big tip for a pizza.'

Repeat the procedure with Student B reading out Text B to Student A. They then compare ideas about what the old lady says. Take guesses from the whole class and then tell them the old lady says: 'I don't know. Here's your five euros.'

As feedback, drill some of the consonant-vowel linking from the two texts.

## Answers

### Student A: Text A

A factory is doing badly and they get\_a new managing director to improve\_efficiency. The new director comes\_in and the first thing she does\_is to take\_a\_walk\_around the factory and see what\_everyone's doing. Everything seems\_all\_right but there's\_a man just leaning\_against\_a wall and playing with\_a mobile phone. 'What\_are you doing?' the director asks. 'Nothing,' the man\_answers, 'I'm just waiting\_around to get paid.' The director is furious\_and says, 'Well, here's five hundred euros, get\_out\_of my factory and don't come back!' The man\_leaves\_immediately and the director\_turns\_around to one\_of the workers and says, 'What does that tell you?' The worker replies ...

## Student B: Text B

A genius walks\_into a cafe and says, 'I'm going to prove that\_I'm the cleverest person here. Just\_ask me a question and I'll\_ask you one. If you can't\_answer my question, give me five euros. If I can't\_answer your question, I'll give you five thousand euros.' An\_old lady in a corner says, 'I'll try. Ask\_a question.' The genius says, 'What's the capital\_of the USA?' The old lady\_thinks\_a bit and\_answers, 'No idea at\_all, here's your five euros' and gives him the five euros. 'Here's my question: what\_animal has five\_arms in the day and four arms\_at night?' The genius thinks long\_and hard, then says, 'That's\_a difficult one! I don't know ...' and\_as he gives the old lady five thousand euros, the genius\_asks, 'Well, what's the answer?' The old lady replies ... 'I don't know. Here's your five euros.'



## EXTRA ACTIVITY

Students choose one of the texts to act out to the class. Students add details and more dialogue. Give students time to practise before they present to the class.

## 2C Emphatic stress

► Photocopiable activity on p.255

You will need one sheet for each group of three students, cut up.

Revise the concept of emphatic stress by writing the first item on the board, changing the stress and asking students to think of and say appropriate explanations:

I think it's going to rain tomorrow. But who knows?

I think it's going to rain tomorrow. That will be good for the garden.

I think it's going to rain tomorrow. We'll be all right today.

Divide the class into groups of three. Give each group a set of cards: one for each student (Student A, Student B, Student C) and one group card. Students take it in turns to take the group card and say the sentence, putting emphatic stress on the underlined word. Then they each read the corresponding replies on their own card and the student who has the correct response reads it out. Monitor and help as necessary.

Check and drill answers with the class.

## Answers

1 B 2 A 3 B 4 B 5 C 6 A 7 C 8 B 9 C 10 B  
11 C 12 A



## EXTRA ACTIVITIES

- 1 Check and drill all the sentences on the group card. Then ask students to turn over the group card, and listen to you read out a sentence. See if students can remember the answer or think of another appropriate response.
- 2 Students go through the group card and put emphatic stress on other words to make the other follow-up sentences appropriate, e.g. the second item:

My brother knows French. But his English isn't great.

My brother knows French. Not my sister.



### 3A Tone in inversion structures

► Photocopiable activity on p.256

You will need one sheet for each pair of students, cut up.

Write this statement on the board: *I came back from holiday and went straight to work.* Elicit how to say this using *No sooner*: *No sooner had I got back from holiday than I went to work.*

Ask students to say the sentence and then elicit the intonation in the underlined word group (the adverbial): it rises at the end of the word group, and then falls at the end of the sentence.

Put students into pairs to play pelmanism. Give each pair a set of cards. Students spread the cards out face down in two separate sets: adverbials and endings.

Students take it in turns to take an adverbial and then an ending. If they match, the student reads them aloud with the correct intonation and keeps the pair of cards. If they don't match, the cards are turned over again. The winner is the student who has the most cards at the end of the game.

As feedback, check answers and drill all the sentences with the appropriate intonation.

#### Answers

1 g 2 c 3 j 4 a 5 f 6 i 7 b 8 k 9 e 10 l  
11 d 12 h

### 3C Consonant groups across words

► Photocopiable activity on p.257

You will need one sheet for each pair of students.

Write these phrases on the board and ask students which has a consonant group across two words (wrapped things):

*wrapped things*      *explore other*

In Activity A, put students into pairs and give each pair a copy of the sheet. Ask them to circle the phrases in the maze with consonant groups across two words. Elicit that the /t/ in *wrapped things* is not pronounced clearly because it precedes a consonant in the next word /θ/. In spite of this, there is still a consonant group /pθ/. Elicit that /d/ is not pronounced clearly before consonants either.

In Activity B, students work with their partners and move from *wrapped things* to *deep space* using phrases which have consonant groups pronounced across two words, paying attention to words that end in /t/ and /d/. Demonstrate by asking: *After wrapped things would the next phrase be* live broadcast *or* weighed two kg *or* what you'd? (*live broadcast* because the /d/ in *weighed* and the /t/ in *what you'd* are not clearly pronounced before the following words). Monitor and help as necessary. Drill all the phrases with consonant groups across two words when students have finished.

#### Answers

wrapped things; live broadcast; long story; thanks to;  
Max Redwood; both kinds; aliens look; wealth creation;  
waste money; science fiction; warning shriek; deep space

### EXTRA ACTIVITY

Put students into groups to make a story containing all the phrases with consonant groups pronounced across two words, e.g. Student A: *We wrapped things to protect them on the long journey.* Student B: *It was exciting to think everyone would be watching us take off as a live broadcast.* Continue until one student cannot think of a sentence. See which group has the longest and most interesting story.

### 4A Sound and spelling: /ʃəs/, /iəs/, /dʒəs/

► Photocopiable activity on p.258

You will need one copy of the board game on p.272, a dice and counters and one sheet for each group of three students, cut up.

Ask students how they keep up with the news and ask for any interesting stories they have heard about. Write this headline on the board:

\_\_\_\_\_ *shoppers break into supermarket.* Elicit adjectives to complete the gap. Suggest the word *furious* as an answer. Ask students how the -ious ending is pronounced (/iəs/) and what the story could be about.

Put students into groups of three. In Activity A, give each group the top half of the sheet. Students add the words into the correct sound group according to the pronunciation of their suffixes. Monitor, check and drill the words. Ask the class for other words to add to the groups.

In Activity B, give each group a set of cards, a dice and counters and a board game. Explain that they spread out the cards a-n face down on the table and take it in turns to roll the dice. When they land on a numbered square, one of the other students in the group takes a card and reads the newspaper headline and says the sound on the card. The student should answer with a word with the sound on the card to complete the newspaper headline.

Students must give an appropriate answer and pronounce the word correctly. If they do, they move forward two squares. If they don't, they move back two squares. If they land on *Go on four squares*, or *Go back four squares*, they obey the instruction. Monitor and help as necessary, and note problematic words to drill with the class afterwards.

As feedback, elicit answers to Activity B and drill problematic words.

#### Answers

##### A

/ʃəs/	/iəs/	/dʒəs/
suspicious delicious	obvious previous serious	various luxurious contagious

#### Suggested answers

##### B

a ambitious    b Courageous    c Curious    d outrageous  
e cautious    f delicious    g hilarious    h Gorgeous    i Precious  
j Prestigious    k luxurious    l Simultaneous  
m Spontaneous    n subconscious

### EXTRA ACTIVITY

Groups expand news headlines into stories. See which groups can include the most words with -ous endings in their story.

## 4C Homophones in words and connected speech

► Photocopiable activity on p.259

You will need one sheet for each pair of students, cut up.

Dictate some homophones and get students to write down the different words, e.g.:

/səʊ/ so, sew

/weðə/ whether, weather

/haʊz/ how's, house (verb)

Put students into AB pairs and give each student their part of the sheet. In Activity A, Student A reads out pairs of sentences with homophones. Student B must listen and tick which word or phrase they hear first. Point out that paying attention to the context is important to help them decide. When Student A has read all the sentences, Student B can check his/her answers. Monitor and check the pronunciation.

In Activity B, students swap roles.

As feedback, drill all the pairs of sentences (1–16).

## 5A Sound and spelling: s and ss

► Photocopiable activity on p.260

You will need one sheet for each pair of students.

Dictate the tongue-twister *She sells sea shells on the sea shore* for students to write down. Identify the sound contrast (/s/ and /ʃ/). Ask students to say these sounds (/z/ and /ʒ/) and to give you examples with the letters s and ss (e.g., *dessert, television*). Ask students to practise saying the tongue twister in pairs.

Put students into pairs and give each pair a sheet. In Activity A, students need to move through the maze from *mission* to *necessary* using words which have a /s/ or /ʃ/ sound only. Demonstrate by saying: *After mission would the next word be usual, assault or vision? (assault)*. Students work in pairs, taking it in turns to identify and say the next word, until they reach the end of the maze. Monitor and help as necessary.

Check answers and drill all the words with /s/ and /ʃ/ sounds when students have finished.

In Activity B, students repeat the activity in the second maze, but with /z/ and /ʒ/ sounds. Monitor and help as necessary. Check answers and drill all the words with /z/ and /ʒ/ sounds when students have finished.

### Answers

- A mission; assault; permission; comparison; Russian; essay; assassin; impression; tissue; muscle; (dismiss;) necessary  
B evasion; vision; possessive; cousin; reason; dissolve; usually; measure; (occasion); rise; positive; dessert

## 5C Main stress

► Photocopiable activity on p.261

You will need one sheet for each pair of students, cut up.

Write on the board:

*He drove really well in the race.*

*He came close to winning the race.*

Ask students which word would have main stress in the second sentence and why (*winning* because it is new information).

Put students into pairs. Give each pair the 14 cut-up strips from the dialogue. Tell them to reorder the sentences and mark the main stress in each sentence. Check answers as a class. Students then practise reading out the dialogue. They swap roles and practise the dialogue again.

Take away the strips and give each pair the gapped dialogue. Tell students to complete the dialogue, remembering the words with the main stress. Monitor and check students are using main stress appropriately.

As feedback, drill all the lines from the dialogue.

### Answers

favour; Another; often; enough; off; drove; weeks; twelve/12; your; sports; know; driven; seen; trust; driving

## 6A Sentence stress

► Photocopiable activity on p.262

You will need one sheet for each pair of students, cut up.

Write these sentences on the board without the underlining and ask students to identify the stressed syllables and say them.

*We are looking for an editor for a photography magazine.*

*Promising candidates will be contacted for interview.*

Elicit that auxiliary verbs are usually not stressed.

Put students into two groups, A and B. Give each student their part of the sheet. Explain the situation: they are looking for an editor for their photography magazine and are shortlisting candidates based on their CVs and an informal meeting. Student A has met two candidates and Student B has two different candidates. Arrange students into pairs and give them their sheets.

In Activity A, students work individually and underline the stressed words in the sentences.

In Activity B, put students into AB pairs. Students take turns to exchange the information they have by asking and answering questions, and completing the table in note form. Monitor and make sure that students are using sentence stress appropriately.

In Activity C, students discuss in their pairs which, if any, of the four candidates should get an interview.

Take feedback as a class.

### Answers

Kylie Rogers: Kylie is editing a fashion magazine. She was a freelance editor. She's been involved in publishing for five years. She's hoping to do an MBA. She's constantly been phoning about the job!

Ivan Ivanov: Ivan's having a career break. He was working as a cameraman. He's been in the profession for seven years. He's been thinking of starting his own magazine. He was asking about the salary.

Amelia Lopez: Amelia is writing for a photography website. She was writing for IT magazines. She's worked in publishing for six years. She'll be staying in publishing. She's had her work published in our magazine.

Claudio Torres: Claudio is working for a competitor as an editor. He's always had the same job. Soon he'll have been working there for ten years. He's looking for management experience. He's being interviewed by other magazines.

## 6B Main stress and emphatic stress: adverbs and adjectives

► Photocopiable activity on p.263

You will need one sheet for each pair of students, cut up.

Ask students to tell you about times when they felt *really shocked*, *completely exhausted* and *so surprised*. Write these adverb + adjective combinations on the board and elicit the emphatic stress (a rise in pitch on the adverb and then a high fall on adjective).

Put students into pairs and give each student their part of the sheet, A or B. Give each pair a set of cards and ask them to shuffle them and take half of the cards each.

Student A reads the first sentence from his/her sheet and Student B chooses a card with an appropriate adverb + adjective to give a response, with emphatic stress. Remind students to respond with further reactions, e.g.:

A *We lost 6–0 today.*

B *That's terrible news. I'm absolutely devastated.*

Students then swap roles and continue to work through the sentences and give responses using all their cards, if possible.

### 💡 EXTRA ACTIVITY

Ask students to write two true sentences and two false sentences about themselves using the adverb + adjective cards. Students read the sentences using appropriate emphatic stress and their partners have to decide whether the sentences are true or false.

## 7A Main stress: compound adjectives

► Photocopiable activity on p.264

You will need two dice and one sheet for each pair of students, cut up.

Write these compound adjectives on the board:

*cold-hearted*

*heart-warming*

Ask students to repeat them and say which word is stressed, the first or second. Elicit the rule that whether the body part is used as a noun or an adjective in the first or second parts, it is usually stressed.

Put students into pairs and give each pair a set of cards. Ask students to match the cards to make 12 compound adjectives. Ask them to mark the stressed word in each one. Drill the words.

Give each pair two dice and the sheet of gapped predictions. Ask them to complete the predictions with a compound adjective from the words on the cards. Students take turns to roll the dice three times and receive three predictions from their partner. Their partner looks at the prediction with the same number as the dice, and reads the prediction, including the correct compound adjective.

Students then get into new pairs and repeat the activity. Monitor and make sure students are putting the stress on the correct word/syllable in the compound adjective.

As feedback, ask students if any of the predictions they heard are likely to come true.

### Answers

2 warm/kind-hearted 3 heartbroken 4 hair-raising /  
mind-boggling / heartbreaking 5 open-mined 6 narrow-  
mined 7 light-hearted 8 back-breaking 9 warm/kind-  
hearted 10 mouth-watering 11 mind-boggling / heartbreaking  
/ jaw-dropping 12 half-hearted

### 💡 VARIATION

When students hear their predictions they react to the prediction and ask more questions, e.g. *That sounds extremely unlikely to me? Will this happen at school?* Their partner tries to convince them of the prediction by adding more details, e.g. *Yes. It will be a close friend of yours.* Alternatively, the student can withdraw the prediction, e.g. *I think the dice may be wrong today.*

## 7C Sound and spelling: ou and ough

► Photocopiable activity on p.265

You will need one copy of the board game on p.272, a dice, counters and one sheet, cut up, for each group of four students.

Write the English town *Loughborough* on the board and see which student can come closest to pronouncing it (/lʌfbɒrə/).

Put students into groups of four. Give each group a set of cards. Ask students to make sure the cards are in the correct order. Tell students to put the cards face down in a pile on the table with card 1 at the top of the pile. They take it in turns to roll the dice and go round the board. When a student lands on a square with no instruction, the student to their right picks up a card and reads the clue to him/her, taking care not to reveal the answer. Remind students that it's important that the cards are used in their numbered order. Tell the class that all the answers are words containing *ou* and *ough*. If students give an incorrect answer, don't know the answer or pronounce the word incorrectly, they miss a turn. If students give a correct answer, pronounced correctly, they move forwards one square. Monitor and help when necessary.

As feedback, drill all the answers.

### ✂ NO-CUT VARIATION

Divide the class into two teams. Each team takes it in turns to answer the clues you give them. If they answer correctly and with the correct pronunciation, they get a point. If they answer incorrectly, don't know the answer or pronounce the word incorrectly, the rival team gets the opportunity to answer. If they get it right, they get two points. The winning team is the one with the most points.

### 💡 EXTRA ACTIVITY

Students write a sentence with at least three different *ou* and *ough* sounds and dictate it to other students in a class mingle.

## 8B Pitch: extra information

► Photocopiable activity on p.266

You will need one sheet for each group of four students, cut up. You will also need to ask one student in each group to draw this 6 × 6 grid.

Cabin	1	2	3	4	5
Name					
Age					
Nationality					
Profession					
Luggage					
Destination (country)					

Explain the situation. The computer booking system of a European cruise company has broken down and passenger details are all mixed up. Luckily, some of the staff remember details about the passengers in the five cabins. They need to share information so they can enter the correct passenger details into the new booking system.

Write these sentences on the board:

Trevor Jones, a doctor, is in the first cabin.

Rachel Lopez, American, is in a cabin next to the doctor.

Ask whether the pitch is higher or lower on the underlined information added (*lower*). Drill the sentences.

Ask students where Trevor Jones is (*cabin 1*) and where Rachel Lopez is (*cabin 2*) and tell them to add this information to their grid.

Put students into groups of four. Give each group a set of cards. Tell students that they must share information to find out about the passengers. Students take it in turns to take a card and read the information using the correct tone for the added information. Groups should work together to complete their grids. The first group to finish is the winner. Set a time limit of 15 minutes. Monitor and help as necessary, making sure that students read, not show, their sentences and use the correct pitch.

As feedback, drill some of the sentences.



### NO-CUT VARIATION

Students work in groups and take it in turns to read out a sentence and use the information to complete the grid.

### Answers

Cabin	1	2	3	4	5
Name	Trevor Jones	Rachel Lopez	Kurt Müller	Diana Moldovan	Mariana Gonzalo
Age	54	30	26	22	47
Nationality	British	American	German	Romanian	Argentinian
Profession	doctor	engineer	accountant	law student	IT worker
Luggage	1 small suitcase	4 suitcases	1 sports bag	1 rucksack	1 large suitcase
Destination (country)	France	Ukraine	Portugal	Germany	Ireland



### EXTRA ACTIVITY

Students pick one of the passengers and write a short paragraph about them and their reason for travelling. Tell them to add information and then read out their paragraphs to the group using the correct tone.

## 8C Intonation in implied questions

► Photocopiable activity on p.267

You will need one sheet for each pair of students, cut up.

Read this statement to students twice, once with question intonation (rising) and once without:

*I could give you £30 for it.*

Elicit the difference and why people use this intonation in implied questions (to be tactful). Check that students know what a *landlord* and *tenant* are. Put students into AB pairs. Give each student their part of the sheet. Don't give students the points calculation.

In Activity A, tell them that they are landlords and tenants and that they are going to negotiate the terms of the rent. Ask them to choose three statements in the box to use with implied question intonation.

In Activity B, students negotiate the rent using the implied questions they chose in Activity A to agree terms, writing down the final figures in their table. Monitor and help when necessary. Make sure students use question intonation. At the end, give each pair the points calculation so they can see who was successful in the negotiation.

	Landlord	Tenant
Monthly rent	+ 1 point for every euro over 2,200	+ 2 points for every euro under 2,400
Deposit	+ 1 point for every euro over 1,500	+ 2 points for every euro under 1,800
Rental period	- 20 points for every month under 32	- 30 points for every month over 24

Alternatively, if you want students to repeat the negotiation with different partners and roles, ask students to tell you their terms and give them their points, so that the points calculation is kept secret.



### EXTRA ACTIVITY

Students could think of a different situation where people need to negotiate, like in a market, and make their conversations using implied questions.

## 9A Sound and spelling: re-

► Photocopiable activity on p.268

You will need one sheet for each pair of students, cut up.

All the *re-* words are either from the Student's Book, or are C1 or lower on English Profile. Pre-teach any words you think your students might not know.

In Activity A, put students into AA and BB pairs. Give each student their part of the sheet. They each have half of the same crossword. Students pronounce the words on their half of the crossword, making sure the *re-* is either /i:/ or /ɪ/. Monitor and make sure students are pronouncing the words correctly.

In Activity B, put students into AB pairs. Students then need to complete the crossword, taking turns to ask for and give each other the clues for the missing *re-* words.

Monitor and make sure students are pronouncing the *re-* words correctly.

As feedback, drill all the *re-* words.



## Answers

/i:/ recharge, reconsider, recreate, redevelop, reinforce, reinstate, relocate, revamp  
/ɪ/ recruit, refresh, regain, regenerate, rejuvenate, remove, replace, restore

## 9C Sound and spelling: foreign words in English

► Photocopiable activity on p.269

You will need one sheet for each pair of students, cut up.

Ask students what foreign words they know in English and how they are pronounced, e.g. *typhoon* comes from Japanese and is pronounced /taɪ'fu:n/ in English.

In Activity A, put students into AA and BB pairs. Give each student their part of the sheet. Ask them to match the complete words on the map with the definitions. Students then pronounce the words in pairs. Monitor and check.

Put students into AB pairs. Ask them to complete all the words on their maps by taking turns to ask for and give clues. Monitor and drill all the words with the class, paying attention to words in which the consonant sounds might be untypical of English (aficionado /ə'fɪʃiə'nɑ:dəʊ/, avant-garde /æ'vɒŋ'ɡɑ:d/, cappuccino /kæpu'tʃi:nəʊ/, déjà vu /deɪʒə'vu:/, faux pas /fəʊ'pɑ:/, rendezvous /'rɒndɪvu:/, Schadenfreude /'ʃɑ:dən'frɔɪdə/).

## Answers

1 b 2 f 3 d 4 h 5 e 6 i 7 c 8 g 9 a 10 j

### EXTRA ACTIVITY

Students put the words into sentences, e.g. *I always enjoy a cappuccino in the morning.*

## 10A Word groups and main stress

► Photocopiable activity on p.270

You will need one sheet for each student.

Dictate to students: *I would much rather have been young in the 1960s.* Ask them to write the sentence down and mark the main stress. Repeat the sentence if necessary. Drill the sentence.

In Activity A, give each student a sheet. Ask students to work individually and mark the main stress in each sentence. Explain that there may be more than one word group in a sentence and the main stress may fall on a different content word in each word group, depending on the speaker's emphasis. Check and drill all the sentences.

Students tick each regret or criticism they have experienced.

In Activity B, put students into pairs and ask students to tell each other about the sentences they have ticked, using main stress appropriately, and explaining the circumstances behind them.

As feedback, drill all the sentences again.

## Suggested answers

I would much rather have been told the truth.  
If I'd known it would be so dangerous, I would never have tried it.  
I ought to have thought more about my family than myself.  
It's about time they did more for young people where I live.  
I wish I had made a better impression at the interview.  
It's time we moved to a bigger flat/house.  
I ought not to have bought it but I just couldn't resist it.  
I needn't have bothered helping him/her.  
I might have become a professional if I had had lessons.  
I should have trusted my gut instinct.  
If only I had studied harder at school.  
I would love to have seen more of the last place I went to on holiday.  
I wish he/she would stop telling me all their problems.  
I ought to have checked that everything worked properly before I used it.  
I would much rather do something I really want to do than work just for the money.

### EXTRA ACTIVITY

Students create a dialogue using one of the regrets or criticisms as a prompt.

## 10C Tone in question tags

► Photocopiable activity on p.271

You will need one sheet for each pair of students, cut up.

Ask students if they have ever made new friends online and then met face-to-face. Did that person seem different in real life?

In Activity A, put students into AA and BB pairs. Give each student their part of the sheet. Ask students to read the table and elicit what intonation they need to use in the questions for the facts they are sure about (falling) and what intonation they need to use when they're not sure (rising). Give students time to form the question tags and practise asking them. Monitor and help as necessary.

In Activity B, put students into AB pairs. Students act out the role play by asking and answering each other's questions in Activity A, using the information provided in the table in Activity B. Monitor and check they are using the appropriate intonation.

As feedback, elicit some of the tag questions from students and drill them with the appropriate intonation.

### EXTRA ACTIVITY

Students role play another meeting between friends who are meeting face-to-face for the first time, making up the details and questions.